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AUTHOR Campbell, Clifton P.
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ABSTRACT

Saudi Arabia has a modern nationwide school system that embraces institutions from kindergarten through the university level and encompasses special, adult, industrial, and commercial education. Education is not compulsory, and coeducation does not exist. Secondary vocational industrial schools have been established for young men who have completed ninth grade. First-year students at a vocational industrial school rotate through all programs; specialized study is then available in electricity, metals, and mechanics. Twelfth-grade students who then pass a standardized test are entitled to progress on to a postsecondary program at the Higher Technical Institute. Two and three year programs prepare students to become entrepreneurs and for jobs as technicians. Other vocational education institutions include secondary schools of commerce, higher institutes for finance and commerce, and a model agricultural institute. Prevocational training has been established for young male school leavers. Vocational training for males aged 18 to 30 provides additional skilled workers. Both day and night classes are conducted at vocational training centers. Mobile training units provide vocational training in remote areas. Occupational specialization programs are supported by different government agencies to prepare skilled personnel for the public sector. Companies have also established employee training facilities and in-plant programs.

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Human Resource Development in
Saudi Arabia:
An International Affair

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Prepared and Presented by:

Clifton P. Campbell

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Human Resources Development in Saudi Arabia:

An International Affair

The Development of Education

The earliest educational organizations that retain influence in present day Saudi Arabia were established from the seventh century A.D. onward to teach Islam. Mohammad, the prophet of Islam, stated, "The rank of knowledge is the highest rank" and he enjoined his followers "to seek knowledge from the cradle to the grave." (Hadith, collected sayings of the prophet Mohammad according to his companions)

At the outbreak of World War I, only religious schools, a small regional education system set up by the Turks and a few private schools existed in Arabia. In 1925 the first public elementary school was established. Two years later (1927) a public semi-religious secondary school was organized. When Abdulaziz Al Saud founded the Kingdom of Saudi Arabia in 1932 (just 53 years ago), formal education was available in only four cities. In the ensuing years, the education system continued to expand, albeit slowly. The first secondary school teaching a full curriculum, the School of Abroad Preparation opened in 1937-38. As its name implied, this school prepared Saudis for higher education outside the Kingdom, usually in Egypt and Beirut, Lebanon. In 1949, the Kingdom's first college, the Shariah College for Islamic law, was founded and in 1951 the first teachers college was organized. (Nyrop, Benderly, Carter, Elgin & Kirchner, 1977, pp. 97-99)

The "modern period" of education began with the establishment of a Ministry of Education in 1953 and the introduction of formal education for girls in 1960. King Fahd was the first Minister of Education and a leader in the government's drive to establish a comprehensive educational system. Today there is a modern nationwide school system embracing institutions from kindergarten through the university level. It also encompasses special, adult, industrial and commercial

education as well as other specialized fields of study.

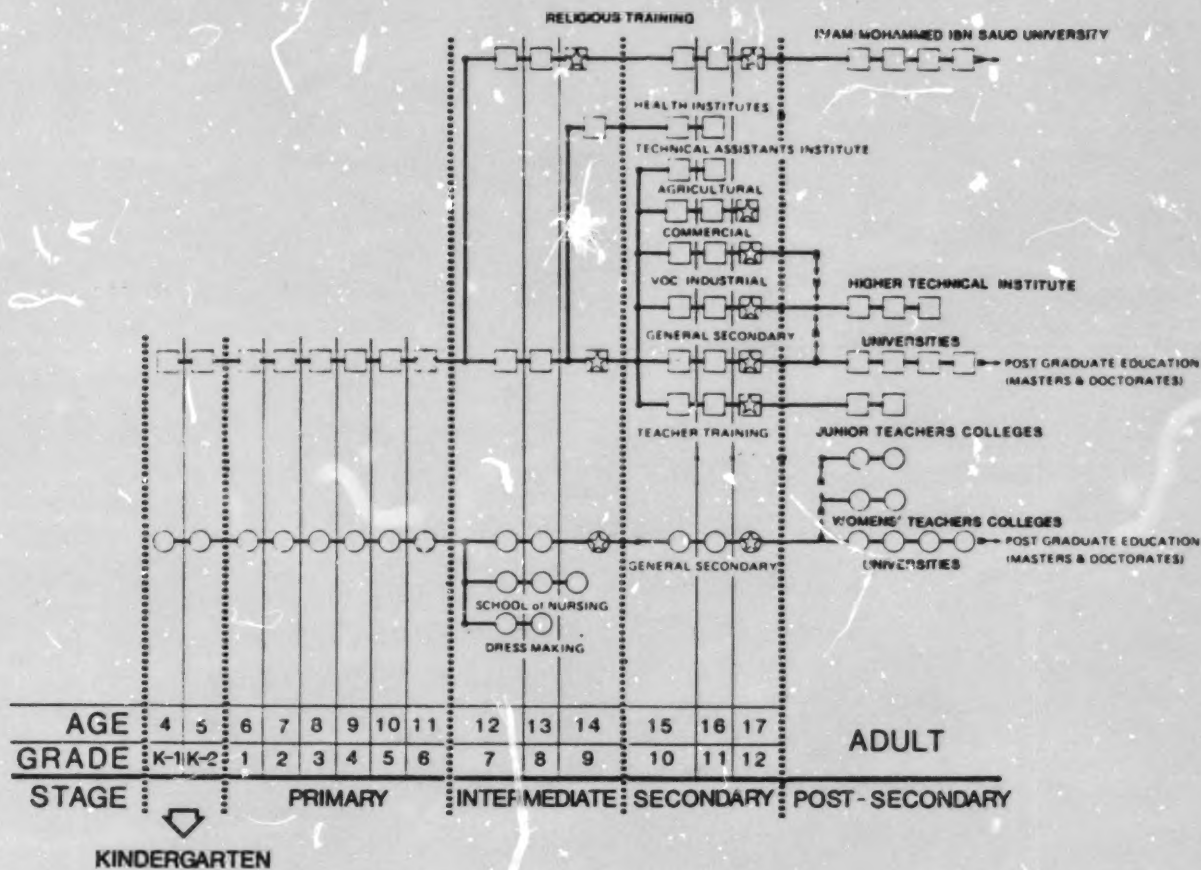
At the core of this educational system is the study of Islam which is taught in every grade from kindergarten through the post-secondary stage. From the founding of the first schools to the recent opening of a new 22,000-student campus in Riyadh for King Saud University, the educational policy has focused on maintaining the intrinsic values of the Islamic religion.

General Education

The education structure adopted by the Saudi government follows a five stage pattern. As illustrated in Figure 1, students start school in kindergarten, progress through six years of primary (elementary) school beginning at age six, followed by three years of intermediate school, then three years of secondary (high school). Though promotion from grade to grade is currently based on end-of-year exams, the American style of continual evaluation of students' progress is to be implemented. Graduation from both the intermediate and secondary stage is controlled by standardized certificate examinations which are prepared and marked by an external examiner. (S.B. Sindi, personal communication, March 3, 1983)

Education is not compulsory but Saudi citizens have access to free schooling from kindergarten through the doctorate degree, so far as their talents and motivation permit. Besides, financial encouragement allowances in the form of stipends and grants are provided to certain categories of students and fields of study. ("The Kingdom", 1984, p. 109)

Expansion of the educational system, especially at the primary and intermediate stages, is one of the government's foremost priorities in its effort to eliminate illiteracy. Toward that end, 370 new primary schools were opened in one academic year (1980-81). This was an average of more than one per day. Last year (1984-85) 1,300 new schools, at all stages, were opened, admitting 339,000 additional students. (Azzi, 1985, p. 2)



Note. Pre-vocational and vocational training centers are omitted from this figure because they are operated for male school leavers and are not grade oriented.

Legend.

- MALE PROGRAMS
- FEMALE PROGRAMS
- ☆ STANDARDIZED CERTIFICATE EXAM

Figure 1
Educational Structure

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With over 40 percent of the population 15 years old or younger, school construction and expanded teacher training programs are essential. The rapid opening of so many new schools and efforts to keep the student teacher ratio at about 16:1 have contributed to the shortage of academic personnel. Not even the establishment of junior teachers colleges (two year programs) has filled the need. As a result, dependence on contract teachers from Egypt, Jordan and other Arabic speaking countries will doubtless continue for some time.

Government policy seeks to replace expatriate teachers with nationals in order to ensure the influence of local values, traditions and culture. This is somewhat difficult to accomplish because (a) the continuing expansion of schools exceeds the ability to train new Saudis and (b) efforts to recruit young Saudi men into the teaching profession have not produced the desired results. Saudi women, whose career prospects are largely limited to the health occupations and teaching, increasingly fill positions in the girls' schools.

While school construction and teacher training are important, the qualitative improvement of education through curriculum development, the introduction of new instructional techniques and teacher in-service upgrading programs are also receiving attention. In addition, administrative efficiency is being encouraged through a decentralization program. Under this program increased authority and responsibility are being delegated to regional Ministry of Education offices in Dammam, Jeddah and Riyadh.

Co-education does not exist for Saudis. Male and female students attend separate schools during every stage of their education. Since the founding of girls' schools in 1960, facilities have been built in over 800 communities. Of the 1.78 million students attending school in the 1982-83 academic year, over 700,000 were female. (Azzi, 1985, p. 4)

The high priority assigned to the educational sector by the government is best illustrated by the Third Development Plan (1980-85) budget allocation. Approximately 25 percent of the Kingdom's resources were dedicated to education and human resources development. Of the \$8 billion, over 60 percent went to the Ministry of Education and the General Presidency of Girls' Education.

While higher education continues to expand, primary, intermediate and secondary schools, along with special and adult education programs, account for over 90 percent of all the students in the Kingdom. About 85 percent are students at the primary, intermediate and secondary stages, while approximately eight percent are enrolled in adult education programs and another two to three percent in special education. (Azzi, 1985, p. 4)

Special and Adult Education

General education includes special education for the handicapped and adult education for those who, for one reason or another, have not completed secondary school. The Special Education Department, Ministry of Education, operates schools for physically disabled and mentally retarded Saudis. In academic year 1981-82, there were 37 such schools (18 male and 19 female) serving approximately 2,000 students. ("The Kingdom," 1984, p. 113)

An extensive adult education program has been operating for several years. Classes are conducted in special centers built to house literacy programs and in government schools during the evening. In remote villages and rural areas where normal schooling is inadequate, adult education courses are taught during the summer months. During academic year 1980-81, 90,708 male and 55,484 female students were enrolled in adult literacy programs. (Azzi, 1985, p. 4)

Vocational and Technical Education

Since 1960 the Ministry of Education has established seven secondary Vocational Industrial Schools which provide vocational and technical education

programs. These schools are located in Riyadh, Jeddah, Hofuf, Medina, Dammam, Abha and Taif. (See Figure 2)

Young men who have completed ninth grade and passed the standardized intermediate certificate exam are eligible for admission, provided they are not above eighteen years of age. As shown in Figure 1, the duration of study is three academic years, grades 10, 11 and 12. On the completion of twelfth grade, students take a standardized exam. Those who pass this exam receive a vocational secondary education certificate and are entitled to progress on to a post-secondary program at the Higher Technical Institute. (M.S. Dhallan, personal communication, February 23, 1983)

During their first year at a Vocational Industrial School, students rotate through all the programs acquiring basic knowledge, skills and work oriented values. These exploratory experiences help in making a more enlightened vocational/technical program choice for the two remaining years. Specialized study is available in: (a) Electricity - industrial and residential; (b) Metals - forging/heat treating, sheet metal, steel fabrication, welding and machining; and (c) Mechanics - small engines, auto and truck repair.

Since much of the educational experience involves learning by doing, the methods of instruction used are (a) lecture/discussion, and (b) instructor demonstrations with students performance. These traditional methods of teaching small groups of vocational students are augmented by a combination of techniques including the use of audio-visual aids. In addition to slides, films and video tapes, non-projected aids such as mock-ups, cutaways and models are available to enhance the instructional process. In many cases these materials are produced by creative and resourceful instructors.

The first Vocational Industrial School (the Royal Technical Institute) was opened in Riyadh in 1966. The Industrial Institute at Dammam, the most recent of

Kingdom of Saudi Arabia



KEY FACTS:

CAPITAL: RIYADH.

LANGUAGE: ARABIC.

FORM of GOVERNMENT: MONARCHY BASED ON THE LAWS OF ISLAM.

POPULATION: ESTIMATED 6 TO 8 MILLION. NEARLY ALL ARAB MUSLIMS.

AREA: ABOUT 725,000 SQ. MILES. EXACT BOUNDARIES ARE LARGELY UNDEFINED. COVERS MOST OF THE ARABIAN PENINSULA.

MAIN INDUSTRY: OIL. KINGDOM HAS RESERVES OF 165 BILLION BARRELS OF OIL AND 94 TRILLION CUBIC FEET OF NATURAL GAS.

EDUCATION: FREE SCHOOLING IS PROVIDED FOR CITIZENS AT ALL LEVELS. BOYS AND GIRLS ATTEND SEPARATE SCHOOLS.

Figure 2

the seven schools, began operating six years ago in a rented facility. It has since moved to a modern campus type complex which is generously equipped with all the necessary machines, tools and materials. Both the Riyadh and Dammam schools provide an excellent shop and classroom environment which is conducive to effective teaching/learning.

Although the number of instructors (most of whom are Saudi nationals or Egyptians) is near authorized staffing levels, student enrollment continues to lag behind capacity. Nevertheless, plans call for building more Vocational Industrial Schools throughout the Kingdom.

Increased enrollments are expected when (a) existing programs are upgraded, (b) new specializations such as electronics and petrochemical technology are introduced, and (c) facilities are in place for boarding unmarried students who reside in areas not served by a Vocational Industrial School.

Over the years most graduates have gone to work in the preferred public sector. In order to change this pattern, several companies now recruit unskilled Saudis and then send them to a Vocational Industrial School for one or more years. These salaried employees are enrolled as full time students. This collaborative arrangement between an employer and the school may be only temporary until company training facilities are built. But for now, it's a cost effective way for the private sector to recruit and train Saudis for trade and technical jobs.

The multi-building facility in Riyadh which houses the Royal Technical Institute is also used by the Higher Technical Institute. Graduates for the Vocational Industrial, Commercial and General Secondary Schools, who pass the standardized secondary certificate exam, can elect to pursue a two or three year post-secondary technical curriculum at the Higher Technical Institute. Both the two and three year programs prepare students to become entrepreneurs and for jobs as technicians. Graduates are encouraged by no-interest government loans to

establish their own business. (A. Bukhary, personal communication, February 7, 1983)

Over the years, those who complete a two year program in an industrial specialization have been recruited as instructors for pre-vocational and vocational training centers. However, before taking up an instructional assignment, they receive specialized follow-on training. Completion of the three year program is required in order to teach in one of the secondary Vocational Industrial Schools. (A. Mohammad, personal communication, February 18, 1983)

When the first three Vocational Industrial Schools were established, technical assistance was provided by overseas experts. Specialists from Italy worked with the school in Riyadh, French advisors were posted in Jeddah, and German experts served as advisors to the school in Hofuf. (M. Muhanna, personal communication, February 18, 1983) For the last several years, advisors from Germany have been assisting with curriculum improvement, equipment acquisitions and instructor development efforts at all the Vocational Industrial Schools and the Higher Technical Institute.

Secondary commercial education is offered in eight schools. Four of the secondary schools of commerce are in the Western Province, three in the Eastern Province and one in Riyadh. Like the secondary Vocational Industrial Schools, young men must have completed ninth grade and hold a standardized intermediate certificate to gain admission.

There are also higher institutes for finance and commerce in Riyadh and Jeddah. They offer professional training in administration and accounting to intermediate level government employees. Enrollment during the 1980-81 academic year reached 4,593 at the secondary schools and 487 in the two higher institutes.

To provide skilled workers in agriculture, a model agricultural institute was established in Buraydah. A total of 246 students enrolled in this institute during

the 1980-81 academic year. ("The Kingdom," 1984, p. 114)

Pre-Vocational Training

While secondary vocational schools are run by the Ministry of Education, the General Organization for Technical Education and Vocational Training cooperates with the Ministry of Labor and Social Affairs in operating pre-vocational and vocational training centers.

Since education is not compulsory some youngsters because of social background, discipline or for academic reasons, leave school at an early age. Many of these adolescents would like to move into the mainstream of employment, yet they face restricted job options on account of labor regulations and/or their lack of marketable skills.

For a sparsely populated country with a serious shortage of trained manpower, this situation is especially undesirable. As a corrective measure, pre-vocational training for young male school leavers in the 14 to 17 age group was established.

The three-fold purpose formulated for pre-vocational training was to (a) prepare trainees for re-entry into the general education system, (b) provide an initial orientation in industrial or clerical skills, and (c) prepare trainees for follow-on trade specific training at a vocational training center. (Campbell, 1981, p. 31)

In 1974 with the assistance of an advisor from the United Nations International Children's Emergency Fund, Pre-Vocational Training Centers (PVC's) were set up in Riyadh, Jeddah and Dammam. Each of the centers offered 40-week (1,400-hour) training programs in metalworking, electricity, welding, woodworking and clerical subjects.

This opportunity for occupationally oriented learning appealed to a number of adolescents who had a "taste of the outside world". Records show that over the years some PVC graduates have in fact returned to school to continue their general

education. The majority, however, have enrolled in vocational training centers for trade specific training.

Although the pre-vocational training effort has been successful, certain opportunities for improvement were recognized. To correct shortcomings in both facilities and training programs, efforts have been made to (a) modernize and increase the number of Pre-Vocational Training Centers, and (b) restructure and improve training programs with innovative instructional methods and materials.

The Pre-Vocational Training Center in Riyadh moved from rented premises to a new facility in 1977. This center was designed and built to standards that are no longer acceptable and now requires renovations as well as the addition of support structures.

Interim PVC facilities in Jeddah and Dammam are being replaced with campus type residential centers and new centers are under construction in Al-Hasa, Al-Qasim and Abha. These centers were designed and are being constructed in conformance with international standards. They are to be outfitted with state-of-the-art equipment and furnishings.

In consideration of the relatively low educational attainment, inexperience and age of the typical trainee, the restructured PVC program is designed to provide rudimentary education, limited skill development and varied opportunities for occupational exploration, as well as career counseling. Ideally, the PVC will provide a foundation for follow-on trade specific training and serve as a link to vocational training centers. Given conditions which preclude additional training, the graduate will at least be prepared to enter the labor force as a semi-skilled worker.

In addition to increasing the availability of pre-vocational training and restructuring the programs of study, innovative changes are being made in curriculum and instruction. Plans call for the implementation of competency based,

personalized and mediated instruction. This approach is especially appropriate considering the cultural circumstances in Saudi Arabia and the open admissions policy in effect. As a result of open admissions, trainees have differing levels of general education, ability, maturity, motivation and experience.

Vocational Training

Responding to the acute need for trained Saudi manpower and taking into account the relatively small number of Vocational Industrial School graduates and the large number of school leavers, the government looks to vocational training for additional skilled workers. In 1962 an agreement was signed with the International Labor Organization (ILO) to establish a Vocational Training Center (VTC). It was decided the VTC enrollment would be restricted to males between the ages of 18 and 30 who had completed at least the fifth grade. A waiver of the minimum age requirement is granted to PVC graduates, when necessary, so that they can continue their training uninterrupted.

In 1963 when the first VTC began operations in Riyadh, it accepted 160 students for training in nine different trades. Later the number of trade training programs was increased to 14, and the enrollment grew to 450 trainees. The agreement with ILO was renewed and expanded to include the start-up of VTC's in Jeddah, Dammam and Al-Qasim. Each of these was originally built to accommodate 350 trainees.

After the accord with ILO expired in 1969, specialists from England were hired on a personal contract basis to assist with the expansion of vocational training. They helped establish an instructor training institute and a warehouse where centralized purchasing was instituted. They also prepared a standard syllabus for selected trades. During this same period, additional VTC's were opened in Al-Jawf, Abha, Medina, Al-Hasa, Qatif, Hayil, Al-Baha, Tabuk, Wadi Dawasir and Mecca. (Campbell & Bukhary, 1978)

In 1976 a project agreement for technical cooperation and advisory services, to assist in improving and strengthening the qualitative and quantitative output of VTC's, was signed by representatives of the Kingdom and the U.S. Government.¹ This on-going project is directed by the General Organization for Technical Education and Vocational Training, and the Office of Foreign Financed Programs in the U.S. Department of Labor's Bureau of International Labor Affairs. The project goal is to build a strong vocational training capacity that will support the Kingdom's development objectives by providing skilled Saudi workers.

The strategies to achieve this goal are (a) the strengthening of trade training programs by developing innovative instructional materials and appropriate teaching skills, (b) the development of those managerial, administrative and procedural skills necessary to operate the vocational training system effectively, and (c) increased training capacity through a program of facility renovation, expansion and new construction. Table 1 provides the locations of 18 VTC's and lists the trade training programs available at each.

It was determined that an important means of strengthening vocational training is the development of competency based, personalized and mediated instructional materials.² These job oriented instructional materials are being produced by teams of professionals with special qualifications and knowledge in a particular field, using an instructional system approach.

Instructional materials, initially produced in print, are augmented by a variety of audio-visual aids (films, graphics, video, etc.) developed by media specialists. All instructional materials (print and non-print) are pilot tested and validated before quantity reproduction and implementation on a Kingdom-wide basis.

Despite their critical importance in the training strategy, good quality instructional materials by themselves will accomplish little unless skilled and motivated instructors are trained in their use. Therefore, the project also

Table 1

Trade Training Programs and Trainee Capacity by Center

VOCATIONAL TRAINING CENTERS TRADE TRAINING PROGRAMS	DAMMAM	JEDDAH	RIYADH	ABHA	AL-QASIM	AL-BAHA	AL-HASA	AL-JAWF	HAYIL	MECCA	MEDINA	QATIF	TABUK	WADI DAWASIR	BISHAH	JIZAN	HAJIRAN	TAYIF
	E	E	E	E	E	E	E	E	E	E	E	E	E	E	N	N	N	N
AIR CONDITIONING & REFRIGERATION	X	X	X	O	C										O	O	O	O
AUTO BODY REPAIR	O	O	O	O	O						O							
AUTO MECHANICS ^a	X	X	X	X	X	X	X	X	X	X	X	X	X	X	O	O	O	O
DIESEL MECHANICS	X	X	X	O	X	X	X	X	X	X	X	X	X	X	O	O	O	O
ELECTRICITY	X	X	X	X	X	X	X	X	X	X	X	X	X	X	O	O	O	O
HEAVY EQUIPMENT OPERATION	O	O	O															
MACHINE TRADES (SHOP)	X	X	X	O	X			X										
OFFICE MACHINE REPAIR	O	X	X	O	O													
PLUMBING	X	X	X	X	X		O		O		O		O		O	O	O	O
PRINTING	X	X	X															
RADIO & TELEVISION REPAIR	X	X	X	X	X		O			O	O							
SHEET METAL	X	X	X	O	X													
TAILORING			X															
TROWEL (BUILDING) TRADES	O	O	C	X	O	O	X	X	O	X	X	X	O	X	O	O	O	O
WELDING	X	X	X	X	X		O	X	O	O	O	X			O	O	O	O
WOODWORKING (CARPENTRY)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	O	O	O	O
TRAINING CAPACITY BY CENTER	1000	1000	1000	500	500	300	300	300	300	300	300	300	300	300	300	300	300	300

LEGEND: N New Centers (under construction) O Planned Training Programs
E Existing Centers X Existing Training Programs

Note: ^aAuto mechanics accounts for the largest number of graduates.
("The Kingdom," 1985, p. 114)

emphasizes the development of the necessary teaching competencies. To this end a modern Instructor Training Institute was recently built in Riyadh. Many of the administrators, faculty and professional staff members at the Institute received specialized preparation in the U.S. while the campus type complex was being built.

Construction of new VTC's together with a repair and alteration program will increase training capacity and serve to correct the imbalances in access to vocational training between and within geographic regions. Training capacity will also be increased through a reduction of the average length of time required for trainees to achieve predetermined skills. This will be accomplished through careful restructuring of the training curricula. The combined effect of construction programs and reduced average training time will be to increase the total annual capacity for graduates from approximately 2,700 to nearly 8,000.

In addition to good materials and trained instructors, the vocational training system will require skilled managers, an appropriate organizational structure and relevant administrative procedures. Although good administration and management are important to the successful operation of any vocational training effort, these skills will be essential in the advanced instructional system being established in Saudi Arabia, which will require careful coordination of training resources and close monitoring of trainee progress.

Emphasis is also being placed on vocational guidance and recruitment activities, since a vocational training system cannot be successful unless it attracts, motivates and retains trainees. If the expanded system is to operate near capacity, the annual student intake must be increased substantially with attrition reduced to the minimum. Recruitment activities present a special challenge in view of the unfamiliarity of many young Saudis with vocational opportunities.

The Kingdom-wide Vocational Training System will be large, decentralized, innovative and more responsive to the needs of the economy when compared with

what previously existed. There will be a stronger central directorate and a new instructor training institute with a comprehensive program of study.

A fundamental philosophy underlying this joint Saudi-U.S. effort is that the success of the project will be measured by the extent to which a professional, self-sustaining Saudi leadership is established to manage vocational training. The ultimate test of how well this goal is met will be the capacity of that leadership to adapt training methodology, technology and programs as needs change, without further reliance on technical assistance by overseas experts.

Evening and Mobile Training

In addition to day programs, adult night classes are conducted at selected VTC's. The popularity of evening programs is growing. As of June, 1980, the number of trainees completing the evening courses had reached 9,442. ("The Kingdom," 1984, p. 114)

To meet the demand for vocational training in remote parts of the Kingdom, with neither the population density nor employment opportunities to support a training center, mobile training units are used. Six of these self-contained tractor trailer units became available in 1979. The Third Development Plan (1980-85) provides for an increase in number to a total of ten. The mobile units, outfitted as shops and classrooms, are equipped with the necessary machines, test equipment, tools and materials for conducting short courses in: welding, auto mechanics or woodworking.

Mobile training units are not intended to supplant PVC's and VTC's, but rather to complement their efforts by providing rudimentary vocational training to dispersed or isolated rural populations. This outreach effort has proven popular with residents of rural areas for reasons such as (a) the cultural based objections to a young man leaving his family and community in order to attend a distant training center, and (b) the need for competence in certain tasks from several different

trades in order to fit a man for employment in his village.

Other Government Training

In addition to the various vocational and technical programs discussed, other, less than baccalaureate degree, occupational specialization programs are supported by different government agencies. Their aim is to prepare skilled personnel for the public sector.

The Ministry of Interior established a Technical Assistants Institute in 1965. This institute offers a two year program of study in surveying, construction supervision, architectural design, road building, water, sewage and hygiene. Graduates are employed by the Ministry of Interior and other government agencies. ("Educational Statistics," 1975)

The Ministry of Defense and Aviation and the Saudi Arabian National Guard operate a wide variety of vocational and technical training programs. Many of these programs provide enlisted men in the various branches of the armed forces with skills and knowledge directly transferable to a civilian occupation. Since most enlisted men have not completed secondary school, this option offers them another opportunity to get qualified for a skilled job which can be pursued when they are discharged. Military returnees, therefore, provide a complementary source of skilled workers for the civilian economy.

The Ministry of Health operates health training institutes in Dammam, Medina and Abha. They admit male students who have completed, as a minimum, eighth grade. The three year program of study prepares graduates as (a) health supervisors, (b) technical assistants for work in a pharmacy, laboratory or operating room, (c) statistical assistants, (d) nutrition assistants, or (e) technical nurses. ("Educational Statistics," 1975)

Table 2 lists seven other government agencies which opened new training facilities during the past five years.

Table 2
Government Agencies and Their Training Facilities
by Location and Capacity

Government Agency	Facility Name	Location (City)	Trainee Capacity
Ministry of Industry and Electricity	Electricity Training Center	Riyadh	250
Ministry of Petroleum and Mineral Resources	Aerial Survey Training Center	Riyadh	80
Ministry of Posts, Telephone and Telegraph	Telecommunications and Broadcast Institute	Dammam	200
	Telecommunications Institute	Al-Jawf	125
		Abha	125
	Postal Secondary School	Medina	100
		Abha	100
Petromin	Industrial Training Center	Riyadh	500
		Jeddah	500
		Dammam	500
Royal Commission for Jubail and Yanbu	Industrial Training center	Jubail	1500
	Human Resources Development Institute	Yanbu	1000
Saudi Ports Authority	Ports Training Institute	Jubail	Unknown
		Yanbu	Unknown
		Jizan	Unknown
Saudi Red-Crescent Society	First Aid Training	Riyadh	300

Company Training

Large companies such as Saudi Arabian Airlines and the Arabian American Oil Company have established modern well-equipped and expertly staffed employee training facilities. A wide range of tailor made programs are regularly conducted in these proprietary centers to train and upgrade skilled craftsmen and technicians.

Classroom and shop training is frequently augmented by in-plant efforts such as vestibule and on-the-job training (OJT). This "over the shoulder" and "hands on" type of training provides the knowledge, skills and experience required for a specific job. Continuing education in order to update craftsmen and technicians on new technology and trends is provided through short courses, workshops, etc. in the Kingdom and abroad. Such efforts are enabling Saudis to assume positions of increasing complexity and responsibility.

Multi-national companies, under contract with government agencies, are also providing vocational and technical training. Some even operate and/or monitor training programs designed to help Saudi sub-contractors perform.

Existing inducements for OJT by the private sector include legislative incentives and generous government subsidies for approved training. A provision in the Saudi Labor Law requires that every employer of 100 or more employees is to offer vocational/technical training to Saudis in a proportion not less than 5% of the total number of employees.

An annual appropriation of six million U.S. dollars has been made available through the Ministry of Industry and Electricity for OJT. The training subsidy project is coordinated by the Ministry of Labor and Social Affairs. However, the rules and procedures for issuing subsidies were stipulated by a Council of Ministers' decree. These rules include provisions of such training to be done within the Kingdom and abroad if necessary.

In Summary

Among the developing nations of the world, the Kingdom of Saudi Arabia clearly stands apart. Measured by Western standards, Saudi Arabia is passing through a challenging transition period in order to rapidly achieve its modernization goals. Unlike other developing countries which face difficult economic problems, Saudi Arabia has the necessary financial resources. By using oil revenues for industrial expansion, Saudi Arabia is improving the well-being of its citizenry and preparing for the day when this non-renewable resource runs out.

Development is, by many standards, meeting with success. However, if the Kingdom is to maintain and control in the future the industrial base it is building today, much will depend on an educated and trained indigenous work force that can contribute to and participate fully in the modern economy.

The key to Saudi Arabia's future may well be the development of its human resources through education and training. In the final analysis, many would agree that this is where success resides.

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Footnotes

¹This project is funded entirely by the Saudi Arabian Government.

²Among the reasons for producing instructional materials was the lack of suitable commercial products in Arabic, the language of instruction.